

**School District of Newberry County
ABC Conference Feedback Form
Guidance Counselor**

Teacher:	School:	Observation Period: <input type="checkbox"/> Fall <input type="checkbox"/> Spring
Mentor:	Administrator:	Team member:

PD 1: Long-Range Planning

- ❖ Review of the Long-Range Plan (LRP)
- The extent to which the school guidance counselor's long-range plan contains descriptions of appropriate:
 - ❖ goals, objectives, activities, and methods for evaluating the four components of a comprehensive developmental guidance and counseling program:
 1. **guidance curriculum:** structured experiences presented systematically through classroom and group activities that emphasize choice-making, self-understanding, career exploration and preparation, and improving study skills;
 2. **individual student planning:** test interpretation, informal counseling, educational counseling, and career planning activities to assist all students in planning, monitoring, and managing their own academic achievement as well as their personal and career development;
 3. **responsive services:** counseling or referral activities to meet the immediate needs and concerns of students; and
 4. **system support:** indirect guidance management activities such as staff/community relations, special projects, committees, and student support teams that maintain and enhance the total guidance program;
 - ❖ formal and informal needs assessments, sources of information (e.g., students, teachers, administrators, parents), and the ways in which the results of the needs assessments will be used to develop and prioritize program goals and objectives;
 - ❖ procedures for organizing and managing the guidance and counseling program, including key materials, resources, and technologies as well as procedures to ensure optimal student, parent, and staff access to the counselor; and
 - ❖ plans for program communications, including the types of information that need to be communicated, the timelines for communicating the information, the methods of communication, and the intended audiences.

<input type="checkbox"/>	Competent	<input type="checkbox"/>	Needs Improvement
--------------------------	-----------	--------------------------	-------------------

Evidence:

PD 2: Short-Range Planning—Guidance and Counseling Activities

- ❖ Interviews (including a review of relevant artifacts) conducted in the school guidance office as follows:
 - ◆ Evaluator 1
 - ◆ Supervisor

The extent to which the school guidance counselor:

- ❖ organizes and develops appropriate procedures for responding to referrals and requests for services;
- ❖ develops goals and objectives that are appropriate to the student needs and are aligned with national and state guidance/counseling standards and (as appropriate) national and state academic standards;
- ❖ determines strategies, techniques, and/or activities that are appropriate, that help build rapport with the students, and that promote transfer to real-life situations;
- ❖ selects and obtains appropriate materials and/or resources; and develops, disseminates, and follows an appropriate program schedule.

<input type="checkbox"/>	Competent	<input type="checkbox"/>	Needs Improvement
--------------------------	-----------	--------------------------	-------------------

Evidence:

PD 3: Development and Use of Assessments

- ❖ Interviews (including a review of relevant artifacts) conducted in the school guidance office as follows:
 - ◆ Evaluator 1
 - ◆ Supervisor

The extent to which the school guidance counselor:

- ❖ conducts appropriate formal and informal needs assessments and program evaluations, uses the results for program planning (including the number and types of services provided), and disseminates relevant information;
- ❖ appropriately assesses the student and/or the severity of the situation;
- ❖ monitors and documents student progress and the results of various program initiatives;
- ❖ determines and provides necessary follow-up support; and
- ❖ maintains program accountability information.

<input type="checkbox"/>	Competent	<input type="checkbox"/>	Needs Improvement
--------------------------	-----------	--------------------------	-------------------

Evidence:

PD 4: Providing Guidance and Counseling Services

- ❖ Observations (unannounced) and review of the school guidance counselor’s “Reflections”
 - ◆ Evaluator 1: (1) direct observation and/or indirect observation (e.g., audio or video recordings) of at least one entire individual, small-group, or crisis counseling session and (2) review of the school guidance counselor’s “Reflection” on the counseling session.
 - ◆ Supervisor: (1) direct observation of at least one entire group or classroom guidance activity or one group or individual planning session and (2) review of the school guidance counselor’s “Reflection” on the guidance session.

The extent to which the school guidance counselor:

- ❖ establishes appropriate goals and objectives based on identified student needs;
- ❖ selects and makes effective use of appropriate techniques, practices, materials, and resources;
- ❖ uses effective communication skills (e.g., listening, verbal, nonverbal);
- ❖ creates a positive environment for students;
- ❖ sets appropriate expectations for student involvement;
- ❖ promotes the transfer of knowledge and skills to real-life situations; and

makes appropriate determinations regarding the direction of future services based on accurate analyses of student needs and progress.

<input type="checkbox"/>	Competent	<input type="checkbox"/>	Needs Improvement
--------------------------	-----------	--------------------------	-------------------

Evidence:

PD 5: Providing Consultation Services

- ❖ Review of the school guidance counselor’s “Consultation Summary Report”

The extent to which the school guidance counselor:

- ❖ provides an appropriate range of consultation services;
- ❖ identifies factors that influence the effectiveness of these services; and makes appropriate determinations regarding ways to enhance future consultation services.

<input type="checkbox"/>	Competent	<input type="checkbox"/>	Needs Improvement
--------------------------	-----------	--------------------------	-------------------

Evidence:

PD 6: Coordinating Guidance and Counseling Service

- ❖ Interviews (including a review of relevant artifacts) with the school guidance counselor
 - ◆ Evaluator
 - ◆ Supervisor

The extent to which the school guidance counselor:

- ❖ conducts appropriate orientations and/or disseminates information about the availability and nature of the services;
 - ❖ provides service-related information and assistance to students, parents, and staff;
 - ❖ coordinates referrals and requests for services with available school and community resources;
 - ❖ maintains a current referral and resource file;
 - ❖ effectively manages the program budget and materials; and
- collaborates within the school and the community to ensure quality comprehensive services to students.

<input type="checkbox"/>	Competent	<input type="checkbox"/>	Needs Improvement
--------------------------	-----------	--------------------------	-------------------

Evidence:

PD 7: Fulfilling Professional Responsibilities

- ❖ Review of the “Professional Performance Description,” completed by the building administrator and other supervisors, as appropriate
- ❖ Review of the “Professional Self-Report,” completed by the school guidance counselor

The extent to which the school guidance counselor:

- ❖ establishes and maintains positive professional relationships with colleagues, students, parents, and members of the community;
 - ❖ adheres to ethical standards and professional practice guidelines (e.g., reporting child abuse, maintaining confidentiality of student records);
 - ❖ appropriately balances “other assigned duties” with professional responsibilities, to the maximum extent possible;
 - ❖ demonstrates positive work characteristics in terms of self-management and quality of work;
 - ❖ contributes to the well-being of the students, the benefit of the overall school community, and the advancement of the profession;
 - ❖ identifies his or her own professional strengths and weaknesses;
 - ❖ displays professional insight and vision regarding the guidance and counseling program; and
- ❖ sets purposeful professional goals.

<input type="checkbox"/>	Competent	<input type="checkbox"/>	Needs Improvement
--------------------------	-----------	--------------------------	-------------------

Evidence:

Recommendations:

Mentor

Date

Administrator

Date

ABC-Team Member

Date

Induction Guidance Teacher

Date